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ABSTRACT

In an effort to internationalize Swedish universities, a committee was established to examine the approach to achieve this goal in light of the present system of education. Chapter one concerns the Swedish educational system, emphasizing primary and secondary education, the universities and professional schools, education at the universities and professional schools, the organization of the universities and reforms. Chapter two examines the composition, task, and working system of the internationalization committee. Chapter three discusses the need for internationalization, including the labor-market motive. Chapter four encompasses educational objectives. These objectives are attitudes, general knowledge, specific vocational knowledge and skills, general skills, international comparability and competitiveness, and conflicting objectives. Measures for internationalization are included in Chapter five. These measures consist of curricula; language training; comparability; exchange of teachers; students and trainees; and supporting functions. (MJM)

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Summary of a preliminary report from the Internationalization Committee

Office of the Chancellor
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Internationalizing the universities

a Swedish approach

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Preface

"I saw no political frontiers." This is the way an astronaut described our earth, seen from the surface of the moon.

We who are down here on the earth have to bear with political frontiers and all the problems they give rise to.

The last few decades, however, have presented a rapid development in bringing nations and peoples closer to one another and making them more dependent on each other. There is also a growing commitment to the fact that the most important problems are common and cannot be solved by each national state separately.

What role can and should the universities play in this development? What have the universities done to adapt to the demands made by such developments?

Many will probably answer that university research and education are universal by their very nature. To a certain extent, that is true. But, as appears in this summary of a preliminary committee report, there are still too many provincial and national limitations in the work of the universities and also of other post-secondary institutions.

When the Office of the Chancellor of the Swedish Universities appointed a committee of inquiry at the beginning of 1972 to propose steps which would lead to an increased internationalization of higher education in Sweden, we were aware that our educational policy must aim at a considerably increased internationalization. In a preliminary report published at the beginning of 1973 the committee express the opinion that bringing an international dimension into all university education—as well as education on other levels—is one of the measures needed to make human coexistence possible in a shrinking world. It also provides evidence that there is a growing international element in the professional work of practically all university graduates. A continuous adaption of university education to the demands of the labour market should to a large extent involve an internationalization of education. The committee discuss the objectives of this internationalization and make an inventory of methods to implement it.

The committee have learnt much from endeavours in other countries. This summary of the committee's report may to some extent have something to contribute in return. But first and foremost I hope that we will receive comments and criticism from persons and organizations in other countries. It will help us when we now debate the report of the committee and discuss how to proceed in this field.

The vision of an earth without frontiers should also be a vision for the universities—at least in the sense that they should help us to look beyond the frontiers and see the relativity of our national viewpoints. The universities should give us knowledge, methods and tools with which to overcome boundaries, to work in and for an international society.

Hans Löwbeer
Chancellor of the Swedish Universities

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1 The Swedish educational system

1.1 Primary and secondary education

Sweden has a compulsory nine-year primary school which children begin at age seven. At the age of sixteen they move on to a secondary school, where there is a choice among three main types of schooling: three-year theoretical studies, two-year theoretical studies and usually two-year vocational courses. The objective is that 90 % of the pupils will continue in some form of secondary school.

1.2 The universities and professional schools

There are many varieties of post-secondary education; here we deal only with education at university level (including professional schools). The normal foundation for university studies is one of the three-year theoretical lines in a secondary school. Thus a student can enter university at the age of nineteen (age 20 after military service) and after twelve years of schooling. The Government has decided that in principle all secondary school lines will qualify for entrance to university from the middle of the 1970's. At that time special entrance requirements must be stipulated depending on what type of university studies are contemplated. Another trend is to recruit people who have had jobs for some years, and to view university education as a step in recurrent education.

The number of students at the universities and professional schools is approx. 120,000.

With regard to entrance opportunities the universities can be divided into two groups: the "free faculties" (theology, law, humanities, social sciences, natural sciences) which in principle accept an unlimited number of students, and other faculties (such as medicine and engineering) where enrollment is limited and the number of applicants usually exceeds the number of vacancies.

All universities and professional schools (with the exception of the School of Business Administration and Economics in Stockholm) are state institutions. Most of them are under the supervision of the Office of the Chancellor of the Swedish Universities. The main guidelines for their curricula are determined by this office, whereas each university decides its own study literature, study plans and variants in course content.

The Swedish universities and educational institutions at university level are as follows:

Universities

University of Uppsala (theology, law, medicine, pharmacy, humanities, social sciences, mathematics and natural sciences)

University of Lund (theology, law, medicine, humanities, social sciences, mathematics and natural sciences, dentistry, engineering)

University of Stockholm (law, humanities, social sciences, mathematics and natural sciences)

University of Göteborg (medicine, dentistry, humanities, social sciences, mathematics and natural sciences)

University of Umeå (medicine, humanities, social sciences, mathematics and natural sciences, dentistry)

University Centre of Linköping (medicine, engineering; and without resources for research: humanities, social sciences, mathematics and natural sciences)

Professional schools

Caroline Medico-Surgical Institute, Stockholm (medicine, dentistry)

Institute of Technology, Stockholm

Institute of Technology, Göteborg

Centre of Engineering, Luleå (partial)

School of Business Administration and Economics, Stockholm (private school under government supervision)

Agricultural College, Uppsala

College of Forestry, Stockholm

Veterinary College, Stockholm

Schools of Journalism in Stockholm and Göteborg

Schools of Social Work and Public Administration in Stockholm, Lund, Göteborg, Örebro, Umeå and Östersund (training mainly social workers and municipal administrators)

Teacher Training Colleges in Falun, Gävle, Göteborg, Härnösand, Jönköping, Kalmar, Karlstad, Kristianstad, Linköping, Luleå, Malmö, Stockholm, Umeå, Uppsala, Växjö (providing subject training and pedagogy for classroom teachers at the junior and intermediate levels of the primary school, as well as pedagogy for subject teachers at the primary school senior level and in the secondary schools; the latter get their subject training at the universities).

As is evident from the above, in some cases the same training can be obtained either at a university or at a professional school (e.g., medicine or engineering). The two forms are completely equivalent, however. It should be pointed out that business administration and economics can also be studied at the universities' faculties of social sciences.

The largest educational institutions are the universities of Uppsala, Lund, Stockholm and Göteborg, having 15,000—25,000 students each.

1.3 Education at the universities and professional schools

The "philosophical faculties" (humanities, social sciences, mathematics and natural sciences) feature a common educational system based on "points". One point represents one week's normal studies. In one year of study a student is expected to manage 40 points, divided into 20 points for each of the autumn and spring terms. Many students take longer, however. The first degree is the "filosofie kandidatexamen", abbreviated to "fil.kand." or "F.K." It is the Swedish equivalent of a B.A., B.Sc. or B.Econ. This degree requires 120 points and the normal period of study has been set at three years but is in practice often longer.

A number of various educational programmes (also called "lines of studies") lead to the F.K. degree. Choice of subjects in any particular programme is partly predetermined, with different subjects being studied in a particular order. During his first year a student normally studies only one fixed subject, the second year he may choose among several subjects and the third year his choice is completely free. But students can also be granted permission to compose their own educational programme. The study of most subjects leads to 20 or 40 points (in some cases 10 points). Most subjects can be studied further up to 80 points. A programme, leading to the F.K. degree, usually consists of study in 2—4 subjects.

After obtaining his basic education, or first degree, a student may continue with post-graduate studies leading to a doctor's degree. This involves only one subject—at least 60 points in the subject are required for entrance to research studies. At least four years following the F.K. degree are normally needed for doctoral studies, which include writing a scientific dissertation, the doctoral thesis.

Thus there is no Swedish equivalent of the Master's degree. By continuing to study one or two subjects past the F.K. degree, of course, a student can reach a level of knowledge comparable to that of a Master's degree.

The educational system described above refers to the faculties of humanities, social sciences, and mathematics and natural sci-

ences. Systems and length of study vary for other types of university education, but there is still a first degree and a doctor's degree (except for schools of journalism, social work and public administration, and teacher training colleges).

The periods of study which have been determined as standard for basic degrees in various forms of education are as follows: theology 3½ years, law 4½ years, medicine 5½ years, dentistry 5 years, pharmacy 4 years, engineering 4 years, agriculture 4 years, forestry 4 years and veterinary medicine 5½ years.

1.4 The organization of the universities

The Office of the Chancellor of the Swedish Universities is an independent administration under the Ministry of Education. The Office is the central authority which directs the activity of the universities.

The board of a university is its Senate, consisting mainly of the professors who are chairmen of the various faculties. Current business is dealt with by the Office of the Vice-Chancellor. The universities are divided into faculties which in some cases may be divided into sections. Each faculty (or section) has an educational council consisting of representatives of both teachers and students. The educational councils are decision-making bodies in educational questions (e.g., local matters of curriculum).

Education and research within the faculties take place in departments specializing in one subject, sometimes more than one subject.

At some of the professional schools the board also includes representatives of various groups in society. A change toward this system can also be expected in the case of the universities.

1.5 Reforms

Reform is continually going on in the realm of higher education with respect to changes in organization, dimensions, educational programmes, curriculum etc., etc. The work described in this publication is part of the survey that is constantly in progress.

A large Ministry of Education commission of inquiry (called U 68) has been working for some years on questions dealing with the organization, dimensioning and localization of higher education. Its main report has been published in March 1973. Its recommendations may influence the shape of university education in Sweden from the middle of the 1970's on.

2 The internationalization committee and its work

2.1 The composition of the committee

In a speech in 1970 the Swedish Prime Minister, Mr. Olof Palme, said, "We want to internationalize Swedish society. This is one of the most important tasks of the 70's. And that means we must internationalize our educational system." The commission of inquiry mentioned above (U 68) has proposed that internationalization should be one of the main goals for the work of the universities.

At the beginning of 1972 the Office of the Chancellor of the Swedish Universities appointed a special committee to work more closely on the question of internationalizing university education. The committee consists of the following members: Bertil Östergren (former director of the Swedish Confederation of Professional Associations), chairman; Mathias Berg (a student of social sciences and representative of the National Union of Students), Sune Carlson (professor of business administration and economics, University of Uppsala, former director of the UN Bureau of Economic Affairs), Anders Forsse (assistant director-general, Swedish International Development Agency), Helge Hane (personnel manager, Alfa-Laval Company), Lennart Holm (director-general, National Board of Urban Planning, former professor of architecture), Tore Tallroth (ambassador, Ministry of Foreign Affairs); Birgit Ahlberg and Benny Jonsson (section heads, Office of the Chancellor of the Swedish Universities), secretaries; Urban Dahllöf (professor of pedagogics, University of Göteborg), expert.

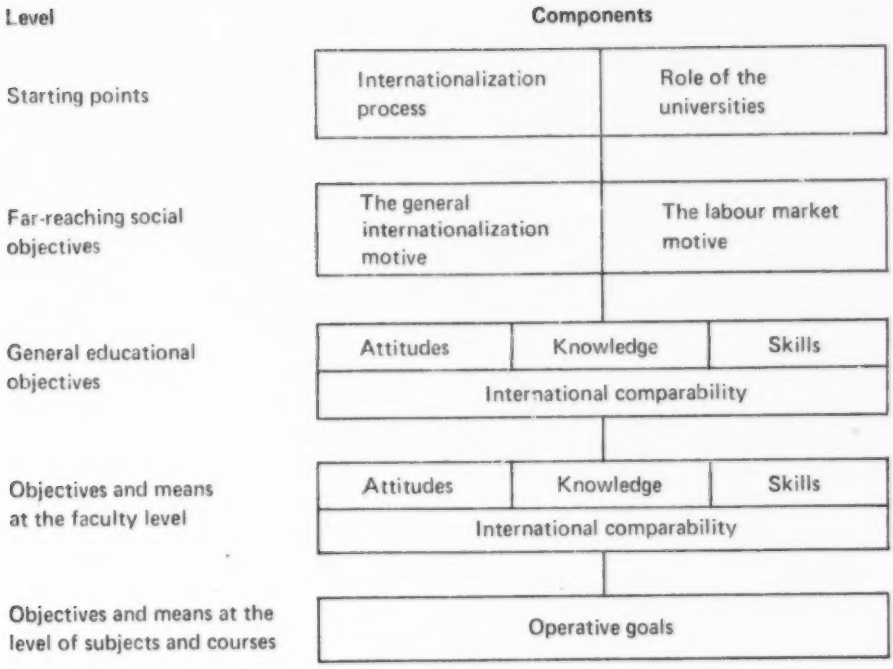
The committee consult with a reference group consisting of 15 representatives from various interest groups in society, including employee and employer organizations. For special tasks the committee call upon university teachers as experts in various subject areas.

2.2 The task of the committee

The committee are to analyse motives and objectives leading to increased internationalization in the area of higher education, and to make proposals which arise out of this analysis. The committee are instructed to take into consideration three types of educational need: (1) education for international service or other foreign service, (2) knowledge about conditions in foreign countries and international problems, for certain professions in Sweden (e.g., teachers, journalists, public and private officials with professional contacts abroad), (3) international orientation in the broader sense, aiming at increased understanding of the conditions in other countries and increased international responsibility.

While engaged in its work the committee came to the conclusion that a clear division cannot be made which would completely separate the above three categories.

The committee are also to survey studies by Swedish students abroad, and by foreign students in Sweden, practical work abroad and international exchange of teachers and researchers.



2.3 The working system of the committee

We work on two planes simultaneously. In part, we successively present concrete proposals for international studies; in part we take up the problem of internationalized education as a whole (needs, objectives and means).

Thus so far we have presented two concrete partial proposals (in November and December 1972). We have suggested a new educational programme, combining language training with international business, administration and economics. We have also recommended introducing area studies in Swedish university education. Those recommendations are mentioned in a following section (5.2.2.).

But above all we want to see the question of internationalization as a whole, something that must permeate all work at the universities. Our method of analysing the internationalization of university education is shown in the diagram above.

This diagram can be said to express our philosophy of how the internationalization of university education should be planned. It also shows how we think university education in general should be planned.

We believe that the starting point should be the actual needs of society and those expected in the future. From there we should construct motives for the direction of university education and then convert these motives into general educational objectives, valid for all kinds of university education. Step by step the general educational objectives should be converted into specific goals and means for various kinds of education and for all the different curricula and courses.

Up to now organizational and quantitative aspects have often dominated university planning in Sweden in relation to educational content. And discussions of educational content have rarely asked which significant problems in society—and least of all international society— education can help to solve. Our way of looking at things means that educational planning must take into account the needs of international society to a greater extent when deciding education-

al content, and that the link between social need and educational content must be at the very focus of educational reform.

We began our work by writing to about seventy different interest groups in Swedish society to ask what they thought about the need for increased internationalization of university education, as well as about objectives and methods. These groups included employee and employer organizations, some public authorities and student and youth organizations. Almost all of them considered that there was a great need for increased internationalization of university education, and they provided many opinions and proposals. We also visited the universities and professional schools, where we met representatives of teachers and students. Here too we received many suggestions that were valuable in our work.

In addition we have begun to take advantage of experience from other countries. We should like this publication to contribute to the international documentation in this field. And at the same time we hope that it will help us to obtain even more contacts and material from other countries.

In February, 1973, we published a report which we called "Internationalizing the universities: Starting points, guidelines and questions for an internationalization of university education". The present publication is a concentrated description of the main contents of the report.

The report has been sent out for comment to the universities and professional schools and to official bodies and organizations outside the universities. These comments will build the foundation for our final report, including the main proposals, which we hope will be ready during the first half of 1974.

We have briefly defined internationalized education as follows. It is an education which provides insight into conditions in other countries, the interdependence among countries and peoples, their common problems, and the relativity of the values of one's own country with respect to other cultures. It should aim to create understanding for other people and a feeling of responsibility in the face of the world's problems. It should relate principles and methods to global conditions. It should provide tools with which to work in an increasingly internationalized society.

3 Why internationalization?

3.1 Points of departure

3.1.1 The process of internationalization

One point of departure for our considerations is the fact that the development toward increased dependence among countries and peoples will continue, even though it may be halted or slowed down temporarily by international crises and conflicts, or trends toward nationalism and isolationism. We call the total development toward increased internationalization the *process of internationalization*. Some of the most important factors in this process are the following.

The internationalization of the economy is of basic significance. One reason for this is the relative drop in the cost of transportation and communication over great distances. Another is the rise in incomes in the world, leading to an increased demand for a variety of products. A third reason is the fact that technological development has led to cost advantages in large-quantity production and marketing. These factors stimulate specialization, international trade and international enterprise.

The Swedish economy is already highly internationalized. Industrial exports make up approx. 75 % of our net industrial production (i.e., industry's contribution to the GNP). Over 80 % of our imports and exports are with western Europe and North America. The other Scandinavian countries, Britain, Western Germany and the United States are our largest trade partners.

The internationalization of information means that information and cultural expression now spread over the globe very quickly. Newspapers, magazines, books, airplanes, films, radio and television have radically changed our contact with our surroundings.

For many Swedes the *internationalization of leisure time* is one of the most obvious results of internationalization. Approx. 2 million Swedes (out of a total population of 8 million) spend their annual vacation, or part of it, outside the country. This enormous stream of travellers heading mainly for southern Europe is a relatively recent phenomenon.

Increased awareness of *global problems* and the growth of new global problems are among the most important factors in the process of internationalization. By "global problems" we mean problems which are common for the whole world and which can only be solved through international cooperation. The oldest global problem is peace. However there is a new awareness of such global problems as over-population, the division of wealth, the developing countries and development cooperation, and questions of the environment and natural resources.

Internationalization of the labour market means, among other things, increased mobility across the borders. For Sweden this is mainly a question of the immigration of foreign labour. The number of foreign citizens in Sweden is approx. 400,000, of which a good half are Finns. In addition there are approx. 200,000 foreign-born who

have adopted Swedish citizenship since the middle of the 1940's. But Swedes too, especially those with a university education, work in other countries to an ever-increasing extent.

The most prominent characteristic of the internationalization of the labour market, however, is the fact that various work projects in Swedish society are featuring an ever-increasing element of internationalization.

All the different internationalization factors lead to an *internationalization of politics*. Foreign policy, defence and trade policy are the classical elements in a country's international politics. But developments have quickly led us, and continue to lead us, far beyond these narrow limits.

Different international circumstances are becoming more and more important in influencing national political decisions, and they limit a sovereign state's freedom of action. International integration influences a great many areas: taxation policy, economic policy, labour-market policy, environment policy, traffic policy, etc. National boundaries are partially being erased in the sense that international influences are getting stronger and spreading into more and more areas, and that the internationalization process partially limits the decisions that can be made by a sovereign state.

But this does not necessarily mean one-sided uniformity. Major features of the internationalization process mean that different countries can take advantage of their individual characteristics and advantages in a form of mutual cooperation which will result in a common economic benefit, a more varied and richer cultural life and human experience.

The process of internationalization provides a background for an increased internationalization of education. But we are not presenting our opinions and proposals solely on the basis of what has actually occurred and may be likely to occur in the process of internationalization. We are not ideologically neutral on this point. We start with a definite belief that internationalization is desirable and should be encouraged. One way of doing this is through education.

3.1.2 The role of the universities

Education and research have been one of the basic conditions for the process of internationalization. But nevertheless we feel that education and research are now falling behind in this rapid process. It is not difficult to prove the existence of strong, traditional, national, Anglo-saxon or western-oriented limitations in methods and their application. In general, educational systems are characterized by great inertia.

Even when one believes that studies in one's own subject are general and universal, they may sometimes be far too provincial. One simply doesn't see this, as one's studies, researches and even one's life have been moulded under narrow and limited provincial influences. We have met many university teachers who have related how their view of subject study has been changed through working in other countries or through their work in teaching foreign students. They have discovered provincial and irrational limitations which they were formerly unaware of.

We believe that the universities must adapt to the rapid advance of the internationalization process. But we believe in addition that it is more than just a question of adaptation: the universities must also influence the development toward internationalization.

We do not view the internationalization of university education primarily as a matter of introducing comparative elements or special international study courses here and there. Instead the whole work of the university must be seen in a global perspective which should thoroughly permeate the educational process.

3.2 The two main motives

We can distinguish between two motives behind the internationalization of university education. The first we call the "general internationalization motive", arising from a sense of global responsibility. The second we call the "labour-market motive", arising from the internationalization of vocational functions. However there is no sharp dividing line between these two motives; it is rather a question of two different ways of looking at a relatively integrated motivational circuit.

3.2.1 The general internationalization motive

The general internationalization motive relates to the function of education in developing personality and in providing general knowledge leading not to a specific vocation but to life in society in general. Society itself is becoming more and more internationalized.

From an ideological point of view one might say that education can contribute toward international solidarity and equalization. But one can also express this in terms of a rational and scientifically well-founded sense of self-preservation. The internationalization of education is one of the steps necessary to enable human co-existence in a shrinking world.

Through knowledge of, and understanding for, other countries and peoples one can also understand oneself and one's situation better, and put this into perspective. One can get away from a one-sided, ethnocentric viewpoint which causes national conditions and values to appear self-evident, thus providing a yardstick with which to measure and judge others. A larger perspective can help solve even purely domestic problems and tasks.

3.2.2 The labour-market motive

A few thousand university-educated Swedes are engaged in work in other countries: in Swedish and foreign companies, in development assistance, for the Foreign Ministry and international organizations, etc., etc. In addition there are many in Sweden whose work is directed internationally. As we said before, however, the most obvious feature of the internationalization of working life is the fact that various normal jobs on the Swedish labour market are becoming increasingly international in character.

Private business (industry and other production, trade, banking, insurance, etc.) has embraced international economic exchange and thus is a sector in which the international aspects of work are manifest for university graduates. This covers a great variety of occupations: company direction, marketing and selling, buying, product design and manufacture, legal matters, research and development work, personnel questions, training and information. But the answers to our questions directed to different public authorities showed that the international aspects of work assignments were considerable and ever-increasing here as well, among other things in connection with international contact and collaboration in various fields. Groups such as teachers and journalists have a key position from the internationalization point of view by virtue of the influence they have on public opinion through the educational systems and mass media.

In addition there are three aspects of the internationalization of work which make themselves felt in many or all fields of activity. First, there are many foreign immigrants in Sweden, as we mentioned earlier. Many vocational groups come into contact with these people and for this reason need an education which will create tolerance and respect for ethnic groups whose life pattern is based on another ethical and cultural foundation than the Swedish one. The second overriding aspect concerns continuing education in one's own vocation. One needs a reading knowledge of foreign languages in order to take advantage of foreign professional literature. But one also needs an ability to get information about conditions in other countries and about international cooperation. The third aspect which is common to various fields of activity is the opportunity for international mobility in the practice of one's vocation. We consider such mobility desirable. It increases an individual's personal opportunities for making a choice and providing for himself and his family. It contributes toward the enrichment of the individual. Through feed-back it provides impulses for the development of Swedish society. From the viewpoint of global society, international mobility contributes to the relaxation of tensions and understanding among peoples. And making use of comparative advantages when choosing workers can result in gains for a country's welfare.

The conclusion of our analysis of labour-market reasons for an internationalization of education is that this affects practically all university-educated persons. However it is impossible to earmark certain students at an early stage in their studies for special

education aimed at international service. Therefore we consider that the main thing must be to strive for an internationalization of all university education, and give the work in all subjects a global dimension.

In treating both the general internationalization motive and the labour-market motive, we have come to the conclusion that they weigh so heavily together that internationalization should be one of the major goals of all education. Today there is already a gap between the demands of internationalization and the adaptation of education to these demands. The process of internationalization will lead to a widening of the gap unless international perspectives can be allowed to permeate education to an ever-increasing degree.

4 Educational objectives

In order to describe the educational objectives which, from the viewpoint of internationalization, should be valid for the whole spectrum of university education, we have chosen to distinguish three components: attitudes, knowledge and skills (see diagram, p. 9). We shall also consider the international comparability and competitiveness of Swedish university education as a special objective.

Educational objectives can be formulated in general terms or they can be expressed in terms of concrete behaviour. We have chosen to treat the question of objectives in two stages. In the first stage, as explained in this section, we formulate them in general terms so that they are valid for all university education.

In different educational sectors one can thus combine goals and means of achieving them which will be most suitable in each isolated case. Objectives formulated in general terms can thus serve as guidelines for the work of universities and institutions.

In the second stage we discuss objectives and the means of achieving them in different subject areas and courses of study (section 5); cf. the diagram on p. 9.

4.1 Attitudes

All learning is attitude-creative and consequently it is unavoidable that university education creates attitudes. One must decide which attitudes one wishes to create.

The attitudes which we wish to set up as goals from the internationalization point of view can be summarized in three phrases:

- open-mindedness, understanding and respect for all peoples, their culture, values and life patterns,
- insight into the relativity of one's own, or one's country's, conditions, values and life pattern,
- a positive attitude to international cooperation and international solidarity.

These attitudes must be created primarily through education in the preparatory school, primary school and secondary school. Thus one should be able to count on students already having a general, basic attitude toward many international questions when they enter university. The task of the university will then be to increase knowledge of relationships and conditions of dependence in order to further a more sophisticated understanding of, or clearer insight into, the importance of, among other things, various cultural and social factors with respect to different problems. In general one may assume that this will confirm, reinforce and deepen what are already generally positive attitudes. In other cases university education can contribute toward forming attitudes in the sense that the students will become more aware of the fact that areas and problems which they may earlier have considered technical and neutral are in reality a matter of value judgements which must be taken into considera-

tion, or at least of which one must be conscious.

Thus there is a definite connection between the objectives of attitudes and knowledge. For that reason content and teaching methods are extremely important. By means of an all-round, critical and value-conscious education students should obtain a sufficiently broad foundation to feel a sense of involvement and make decisions on their own, without being compelled to accept the opinions of their teachers. We feel that having an attitude implies more than just having an opinion and being ready to act on a particular matter. It also presupposes that one can distinguish and recognize qualities in a complex situation that are decisive for the problem in question, that one can understand relationships and analyse causes and effects with reference to present conditions, and that one can motivate one's decision.

4.2 General knowledge

We are formulating the general educational objective which refers to the acquisition of knowledge as follows:

- knowledge of conditions in other countries (mainly through awareness of different social, cultural, religious and economic structures and their mutual relationship) as well as the different types of relation between lands and peoples.

Providing this knowledge is not just a matter for the schools and the social sciences. It can be covered in many subjects. This is valuable not only with reference to the various forms of knowledge as such, but also in that it provides points of comparison and reference for understanding one's own national conditions and creates a basis for broader perspective in the exercise of one's vocation on a national level.

Naturally such knowledge cannot be taught by introducing courses giving complete coverage of conditions in other countries. But one can make comparisons by using topical examples. Even if this must be done to some extent at the cost of, primarily, descriptive material in now-existing courses, it should nevertheless be to the advantage of education as a whole in that it expands a student's frame of reference and gives him increased insight into the relevance of surrounding social and cultural conditions.

4.3 Specific vocational knowledge and skills

The objectives which specifically relate to an international approach to occupational practice are:

- knowledge of the nature and circumstances of one's own occupation in other countries and within international organizations,
- specific vocational knowledge and skills for work at an international level.

An important aspect of specific vocational knowledge and skills for work at an international level is the knowledge of possibilities, and limitations, with reference to applying one's vocational skills in other environments.

4.4 General skills

We define the skill objectives as follows:

- ability to communicate, including language skills and the ability to establish contact in foreign surroundings,
- ability to research information about other countries and international conditions,
- ability to make comparative analyses.

4.4.1 Language skill

The language skill objectives must have a central position in the increased internationalization of university education since language skills are the key to international communication.

The teaching of foreign languages in the Swedish school system operates as follows. In the primary school English is compulsory from the third to the ninth school year; it is thus studied for seven years. From the seventh to the ninth year—that is, for three years—pupils may take either German or French if they wish. Approx. 60 % of the

pupils take advantage of this opportunity. The range of language studies in the secondary school varies greatly, due to the nature of the courses of study and the pupils' own wishes. In the three-year "gymnasium" courses (which are the usual basis for university studies) pupils who have taken the maximum language studies have had English for ten years, a second foreign language (German or French) for six years and a third foreign language (usually German, French, Spanish or Russian) for three years. Those with a minimum of language study have had English for ten years and a second foreign language for two years.

Thus language abilities can vary greatly among students who are beginning university. Naturally this is also due to the fact that students with the same quantitative amount of language study behind them may vary greatly in their individual linguistic ability. University teachers in Sweden complain frequently about the lack of language skills in their students. Normally the students cannot be expected to read French or German textbooks, and even an increasing resistance to textbooks in English is being reported. Criticism has been directed at language instruction in the schools for its lack of effectiveness. (We shall treat language instruction in the schools in section 5.1.)

In the answers to the questionnaire we sent to various employers' groups a very common opinion was that the language skills of university graduates are insufficient to meet the demands of the world of work. The answers also stressed the importance of reading skills, conversation and writing everyday language and the language used in one's own vocational field. Thus there has been a demand for language instruction which is less literaty in nature. It was stressed that English is the most important foreign language since it is commonest. But above all shortcomings in languages other than English were pointed out. The languages here were primarily French and German, then Spanish and Russian, and thirdly languages such as Japanese and Chinese.

The balance of power has obviously had a role to play in choosing the primary foreign language in the Swedish schools. Before the Franco-Prussian war in 1870—71 this language was French. Then it was German until second World War. Since then, because of the importance of the United States, English has been the completely dominating foreign language.

But it is not just a matter of the international balance of power influencing our linguistic-geographic picture. The language we choose steers various other activities in the same direction. This means that the influences from a single language area are further reinforced, among other things by means of scientific and cultural impulses. A single foreign language with a strongly dominant position thus leads to a certain one-sidedness in our international contacts and mutual international action.

We believe that our country can not rely on a single, dominant foreign language to such a high degree as during recent decades. More persons are needed who not only can communicate in English but also have good skills in one or more other languages, such as French, German, Spanish, Russian, etc.

We also believe that the universities cannot be satisfied with the linguistic foundation that has been created in the schools. The universities must contribute toward improving language skills for all categories of university students. We have formulated the following linguistic goals for the universities:

- university education shall aid all categories of students to reach a level of competence so that they can read, write and speak at least one foreign language, normally English, fairly fluently in their own vocational field,
- through various concrete measures students who have studied French or German since primary school shall be encouraged and given an opportunity to retain or improve their skills in this language, and to reinforce these skills with reference to their vocational field,
- in addition all university students shall have as much opportunity as possible to share in language instruction adapted to their needs; such instruction shall be provided in several different languages and aimed at different levels of competence.

4.4.2 Other communication skills

We wish to stress that communicating with people from other countries is not only

a matter of technical language skills, but also communication skills in a broader sense: the ability to establish contact with people who have a different background, experiences and values.

4.4.3 Information research

During basic university education students usually do not know if they will end up in the future in some activity involving an especially international approach. Their education should thus provide such basic knowledge and skills that the students will be able to acquire the special knowledge of other countries and international conditions that may be demanded of them later. This can partly be achieved by deliberately including training in informational research in subject courses.

4.4.4 Comparative analyses

The ability to make comparative analyses of conditions and structures in different countries can be deliberately taught by including such exercises in the curriculum. This is especially valid for professional schools in the fields of medicine, technology, agriculture, etc.

4.5 International comparability and competitiveness

We have earlier expressed our belief that international mobility on the labour market is desirable and should be encouraged. In addition opportunities to transfer between the Swedish and foreign educational systems are also desirable. This means that we should strive for international comparability and competitiveness in Swedish university education.

4.6 Conflicting objectives

Naturally a conflict can arise between the internationalization objective and other educational objectives. Such a conflict may be expressed by the opposites *national cultural heritage—internationalized education*. In this case we maintain that global perspectives and the international point of view should help us to understand our own social and cultural heritage better, and to experience it in more profound and subtle dimensions. We also believe that provincial and national influences, right from the first years of childhood, are so strong and so permeate different kinds of activities that there is very little risk of their being superseded as a result of an increasingly internationalized education.

Two other aspects which may come into conflict are the opposites *international standardization—national variety*. However we do not define internationalization of education as a levelling into uniformity. On the contrary, we feel that the Swedish, Anglo-saxon and western-oriented perspectives which are currently dominant must be complemented by others and placed in global relationship. We consider the chances of valuable national variations in education being replaced by uniform, international standardization to be infinitely distant. The greater danger at present is that our education will become far too provincial and isolated.

Increased internationalization of education may involve *a competition for time and money* with other educational goals. It is easy to imagine that at any given time the curriculum is so well balanced and concentrated that nothing can be removed to make room for something else. But it is an incontestable fact that curriculum content has changed greatly during the years, among other things because of changes in the evaluation of what is important and not so important. If we consider the increased internationalization of society and the great global problems in our shrinking world, we must give the internationalization aspects—especially with reference to future needs—very high priority in relation to many of today's existing educational objectives.

Moreover, achieving an internationalization of education is not always a question of removing one quantum of study in order to replace it with another. It may rather be a matter of changing viewpoints and perspectives.

The conflicting objectives discussed so far have been internationalization objectives in relation to other educational goals. There

are also internal conflicts, however; that is, conflicts between different kinds of internationalization objectives.

Among *various measures for furthering internationalized education* we have given top priority to the global perspective in all university education, language training and an international exchange of teachers and students. In general we give such measures a higher priority than other measures which may *per se* be important, well-motivated and badly needed, in the form of special international studies. This is due to the fact that global responsibility concerns everyone, the process of increased internationalization will more or less affect everyone, international aspects are increasingly felt in most vocational fields and students do not know while still at university to what extent they will have to specialize in international questions when they enter their chosen vocation.

An important conflict concerns *the geographical direction of internationalized education*. This conflict of objectives can be illustrated by two different answers which we received from our questionnaire. The Federation of Swedish Wholesale Merchants and Importers says that the most important thing is to provide a better education about those countries with which we have the most active relations; that is, the western countries. The Federation suspects that we will put too much stress on education dealing with the developing countries. On the other hand, a youth organization specializing in development assistance (UBV) suspects that we shall place too much emphasis on the western countries which already influence our traditional approach to education. This organization feels that a radical change in priorities is needed, in favour of the non-western countries of the world.

The only way we can suggest a balanced decision on this point is to make concrete proposals. As a point of departure for these proposals, however, we shall first explain how we view this conflict in general.

1) It is a simple fact that our economic and other relations are to a great degree with the Scandinavian countries, western Europe and North America. University education must take this fact of life into account.

2) Our international responsibility is global. We cannot help in solving the problems of peace, the population explosion, distribution of wealth, the environment and natural resources, survival and the developing countries, by letting university education be unilaterally dominated by our geographical, commercial and labour-market ties to Scandinavia, western Europe and North America. In broadening our cultural and social perspectives, moreover, we perhaps have special need of impulses from, and comparison to, those countries which are furthest away from us. The further away one moves one's point of departure, the broader the perspective becomes.

3) A conflict of objectives arises then by seeing the problem from two points of view which are equally justified and correct. University education must do justice to both.

4) With regard to the labour-market aspect, it is unavoidable that more Swedes will find themselves working in industrialized countries than in developing countries, and the international elements in work within Sweden will be directed more toward the industrialized countries than developing countries. University education must adapt to this fact. But at the same time there are more reasons than the quantitative ones for paying more attention to a form of education which arises from the need of the developing countries. One must not exaggerate—as was often done earlier—the differences between a preparatory education for work in the developing countries and an education leading to work in the industrialized countries or work in the home country. The Swedish International Development Agency answers our questionnaire by pointing out that experiences in development cooperation indicate that the basic educational needs are the same whether work is to be done in Sweden or in a developing country. Aside from the necessary vocational specialization both types of work require an interdisciplinary education which focuses on the goals and means for development.

5) With reference to cultural and social perspectives and influences, we think it important to place greater stress on the non Anglo-saxon parts of the western world, and on other parts of the world.

6) With regard to language training, English should retain its position as the primary foreign language but above all should French, German, Spanish and Russian be given increased importance. But there is also a need, although a very limited one, for more professional people who can retrieve information and communicate in the major non-European languages, the major immigrant languages and the most important languages of the developing countries.

7) In questions of exchange, most Swedish university teachers, students and trainees will surely gain their experience from those countries with which we already have the most active relations. But it is important that this tendency should not become too dominating. To balance this, we need university teachers and graduates who have experience from the eastern countries and from the third world.

Thus we believe that only by deciding each question independently can a balance and synthesis be achieved that will give a rightful place both to our country's economic relations and to our global responsibility and sense of community, within the framework of university education.

5 Measures for internationalization

In our discussion of various practical measures for internationalizing university education we draw our conclusions from the analysis of the needs and motives for an increased internationalization of university education and of the general educational objectives which we set up. We do this by taking an inventory of problems and making hypotheses. Our report will be discussed by various interested persons and groups; on the basis of their reactions we shall work out proposals. The sort of measures for internationalizing education with which we deal are (1) measures with regard to education in the schools, (2) internationalizing curricula, (3) language training, (4) measures for international comparability, (5) international exchange of teachers and students, (6) supporting functions.

5.1 Education in the schools

For a number of years there have been deliberate attempts to internationalize education in the primary and secondary schools. In the general sections of the syllabus it is stated that the school shall further the pupils' development toward independent members of society with an interest in the surrounding world that will lead to personal involvement and a sense of international responsibility. International aspects shall thus continually be taken into account in school work. Teaching shall attempt to avoid one-sided national and western European perspectives and shall attempt to penetrate into the viewpoint of other cultures and value systems in order to achieve a broader basis of understanding. So says the syllabus for the schools.

However there is a danger that general objectives of this kind will be diluted and weakened when applied practically in the daily work of the school. It takes time and uninterrupted efforts on a great number of points before the internationalization aspects can permeate the whole teaching of the school.

Education in the schools is not included in the work of this committee, but we are going to consider some aspects of the school anyway since it is the foundation for university education.

Since a great many of our basic attitudes are formed during the first years of life, the preparatory school must pay more attention to creating open-minded and positive international attitudes. Children from other countries must not be experienced primarily as deviant or different; characteristics in common must be stressed in a process of identification.

We believe that the general objective in the general section of the syllabus for the primary and secondary schools has not fully penetrated into the courses in separate subjects. We also consider that attempts to internationalize education in the schools have been concentrated to too great an extent on one subject: social studies (civics). The possibility of giving an international dimension to all the subjects in the school has been underestimated.

An examination of textbooks has shown manifest shortcomings in their treatment of international aspects.

We wish to stress very strongly that the internationalization of the schools should not be seen as a matter of merely adding special international items for comparative purposes. Rather it is a question of a perspective which should always be present in the teaching and which should in general be used as a point of departure. The pupils must understand that every human being is part of the global development. In order to achieve this goal, the schools need problem-oriented and function-oriented elements in their teaching which will break up the subject-oriented curriculum.

We consider that language training in the schools must be made more effective. One way of doing this is to clarify goals for language training (which should lead to communication without misunderstanding rather than precision in the limited linguistic sense), another is to increase pupils' motivation for language studies and yet another is to improve language-teaching methods. It would be desirable to provide greater room for languages other than English.

Perhaps more than anything else, the teachers' own education is a deciding factor if everyday school work is to be internationalized. We criticize the teacher training curriculum because it is far too limited on a national level, and recommend that it be revised as soon as possible.

However it will take a long time before changes in the training of new generations of teachers will be able to influence school teaching to any great extent. For that reason continued education for teachers now practising is of decisive importance if we are to internationalize education in the schools within the coming decades. For a number of years we have had extension courses for teachers in international questions. We consider that the number of such courses should be increased considerably. Up to now the courses have in general been aimed at a certain region or a certain international problem. We believe that courses should also be introduced which deal with the entire internationalization process and its effects upon society and the workaday world, and which provide a methodical training in how to integrate the international perspective in school teaching. Instructors of teachers also need further training in this respect.

5.2 Internationalizing curricula

If one is convinced that internationalization and other far-reaching social objectives should be a decisive factor in the work of the universities, then we believe that society must consequently steer its allocation of resources to the universities with the purpose of furthering these goals. The allocation of financial resources is the most effective means of directing university education toward increased internationalization. In order to follow up this steering of resources, new ways of evaluating results need to be developed. Moreover, norms of a more general nature need to be set up.

However, any form of centralized control which regulates details in local university activity may make attainment of the internationalization objectives more difficult. Internationalization must be stimulated, not commanded. To a decisive degree it must be founded on local interest and local initiative and on teachers who have international interests and international experience. Local initiative and unconventional experimental activity must be supported and encouraged.

The internationalization of education will often involve focussing on problems and functions, and cooperation and integration among various disciplines. In this respect Sweden is not very well developed. The present allocation of resources favours subject-oriented studies and institutions but not problem-oriented courses and projects. Resources should be provided to an increasing extent for different interdisciplinary projects.

We shall now continue to discuss the internationalization of curricula by looking at, first, the internationalization of all ordinary university education and, second, studies with a special international approach.

5.2.1 A global dimension in all university education

We wonder whether a thematic course of studies should not be introduced into all or

most educational programmes. It would complement professional, disciplinary studies by providing a global approach to the various political, social, economic, religious and physical structures which influence, and interact with, the practical application of the respective branch of knowledge. Such a course would provide insight into the significant problems which should be attacked using the methods of the disciplines, and also into the ways in which different environments provide different foundations for solving problems. The course would also put subject studies in their social and global perspective, provide understanding of the ultimate aim of such studies and thus at the same time increase student motivation. The nature of the course would naturally vary among different fields of study: the social sciences, technology, medicine, etc. It could be organized following one of three models: preparatory to subject specialization, concurrent with subject study or at the conclusion of subject study. Courses of this kind are naturally of importance not only from the internationalization point of view but also for work within Swedish society.

The other major method of general internationalization of all university education which we discuss is to give an expanded international dimension to the study of separate subjects. This could be done, for example, by making international comparisons, by introducing elements with an international approach into regular study courses, by changing the content of descriptive material, by developing skills in researching information on international conditions, by changing the choice of the theories, models and solutions presented and by presenting theories, models and solutions in such a way that their international social, economic and cultural relationship becomes evident.

In our discussions with the universities many teachers said that they would like to provide a global perspective in their teaching, but that they feel they lack the competence. Therefore we feel it is urgent to take greater advantage of teachers with international experience, in addition to the regular university staff.

We present a number of suggestions for internationalizing studies in different fields. In this summary of our report we can only give some brief examples of these suggestions.

Law. The process of internationalization means that law graduates will come into contact more and more with foreign and international legal conditions. At the same time the legal system with which they are most involved is extremely national. Thus their training must be directed toward the Swedish legal system, whereas knowledge of legislation in other countries must be obtained in special courses following their basic education. This basic education, however, should provide a foundation for such special courses and a broadened perspective for all legal work, by means of an increase in certain international elements. Room could be provided for these without difficulty by a slight decrease in the requirements for knowledge of national legislation. Five different methods could be used here: (1) a short introductory course on different legal structures in the world seen in relation to other aspects of social structure; (2) a view of legal conditions in other countries in connection with each separate subject; (3) increased attention to subjects of an international nature (e.g., international law and international civil law); (4) guidance in researching information on foreign and international legal relations; (5) one term of law study is devoted to special legal studies according to individual choice; at present this term can be exchanged for studies in certain of the social sciences such as sociology; we consider that this opportunity should be expanded to include such subjects as economic geography, social anthropology and languages.

Humanities. As an example of our approach we may consider two subjects such as art and literature. 95 % of the course content in art deals with western art; we wonder whether greater attention should not be paid to non-western art, among other things in order to illustrate the relation between art and various social structures. With regard to literature, we maintain that greater attention should be paid to non-western literature. This is partly with a thought to teacher training; school pupils should not get the impression that

Africa, Asia and Latin America are blank spots on the literary map.

Social sciences. Some subjects, such as social anthropology, are predominantly international by their very nature. We believe that an orientation in the socio-anthropological point of view should be included in many subject areas as a service function. In many of the social sciences more time should be spent on international questions than is the case now. This applies, for example, to economic geography, sociology, political science and political economy (e.g., greater attention to economic systems other than the market economies of the West, the dependence of theories and models on various social structures, the consequences of increasing international dependence).

Natural sciences. A displacement in the content of such subjects as biology, geography, meteorology, hydrology and geology should take place in favour of conditions other than those present in the Scandinavian countries. A professor of ecology has said that study courses should contain more tropical ecology, not primarily because Swedish ecologists will be working in the tropics, but rather because they would thus better understand Swedish ecological problems thanks to their broadened perspectives.

Social worker's education. To a great extent studies here are directed toward Swedish social conditions and the regulations to be found in Swedish social legislation. In this respect they can be compared to law studies. And, as with law, we consider that a slight shift toward a more international perspective could be introduced. This is already necessary with regard to the large number of foreign immigrants in Sweden; future social workers must have understanding for social and religious conditions, life patterns and values in other countries. It is also desirable to build up preparedness for making contributions and taking responsibility on the international scene. More international elements in education (e.g., by means of a socio-anthropological orientation course, or views of and comparisons to other legal and social systems) may somewhat reduce the time available for factual knowledge of Swedish rules and regulations, but we believe that education will gain if it can be slanted more toward the training of general methods in finding and solving problems.

Journalism. Naturally the education of journalists is very important from the internationalization point of view, with respect to the opinion-building role of mass media. Education at the Swedish colleges of journalism takes two years and vocational techniques and practical experience dominate. We wonder whether this training should not be made three-year, be included in the social science faculties of the universities, and to a greater extent embrace social science and other studies with an international dimension.

Engineering. The foundations of technology are universal but its applications vary considerably within different geographical areas and with reference to a great number of other factors. We believe that engineering education should take this into greater account by putting technology in its social and international framework. One way of doing this is to introduce an orientation course about various surrounding structures (physical, geographical, economic, political, social, cultural, religious, etc.) which influence, and are influenced by, technology.

Another way is to increase the use of international perspectives in the separate subjects within applied technology. Here, for example, technical solutions can be analysed with reference to other conditions (climate, nature, materials, etc.) than those prevailing in Scandinavia. The interplay of social patterns with urban planning and other forms of technology can be illustrated. A third way is to provide opportunities for studying non-technical subjects with an international perspective, such as the social sciences and languages.

Medical schools. Medical education is already international to a considerable extent. But nevertheless the Swedish Medical Association writes to us that medical education should be raised from its ethnocentric limitations to global relevance. An increased internationalization can be motivated in many ways: the importance of medicine for

many of the major global problems (such as the question of population), the increased international transference of diseases, the desirability of increased Swedish medical help in the developing countries, etc. A global perspective can be added to all the clinical subjects by relating them to the international spectrum of disease and by considering cases which do not normally occur in Sweden. This can be motivated not only by the fact that Swedish doctors are coming into ever-increasing contact with diseases other than those common in Sweden but also by the fact that studying diseases uncommon in Sweden can provide broader understanding of one's subject. In addition various structures and social questions, such as population expansion, family support, religious beliefs, etc., are of medical significance and can be dealt with either within the framework of certain subjects (social medicine, hygiene, obstetrics and gynecology) or as a special study course.

Agriculture, forestry, veterinary medicine. These fields are important from the internationalization point of view with regard especially to global resources for maintaining life. The idea of an orientation course should be tested, whereby an introduction is provided about the varying work of the respective discipline in different parts of the world, and its dependence on other disciplines. Moreover, the global dimension should permeate the whole period of study. This means that viewpoints and methods should be increasingly related to the world as a whole and not only, nor even too predominantly, to Swedish or Scandinavian conditions. In this way we can create a preparedness to act and make contributions on the international scene, and provide a better perspective for Swedish agriculture and forestry. The international labour market may gradually become increasingly important to graduates in agriculture, forestry and veterinary medicine.

5.2.2 Special international studies

International studies of specialist character may take the form of (1) special, international educational programmes ("lines of studies", see p. 6), (2) alternative study courses, (3) special subject courses.

In the answers to the questionnaire which we mentioned earlier, employers and other interested persons suggested that special international studies should primarily be a form of extension courses for those already employed. But of course they must also be available to students undergoing basic education. Here we shall present a concentrated summary of our discussion on special international studies within the various educational fields.

Education. We discuss the introduction of a new educational programme directed at educational planning, intended both for the needs of Swedish society and for work in developing countries and international organizations. It would include such items as, for example, pedagogy, political economy, business economics, cultural geography and sociology.

Law. Many aspects of the process of internationalization give rise to problems and consequences of a legal nature; these must be expected to show a successive increase. Therefore there should be a need for special courses in foreign and international law; for example, foreign competition and tax legislation, foreign labour laws, social laws, trade and commerce laws, EEC legislation, Anglo-american law, etc.

Humanities. In many subjects alternative courses of study could be developed specializing, for example, in cultural history in different global regions. This could affect history, literature, art, etc.

Social sciences. As regards courses of study with an international approach we can mention that proposals have been made in the Riksdag (parliament) to create social science educational programmes aimed mainly at work in the developing countries. Since all basic university education must serve as a preparation for a vocation in Sweden as well, and since such activity normally shifts between work abroad and work in Sweden, we have not been able to recommend the introduction of the courses requested. All basic education should provide a preparation for work both in Sweden and abroad as far as possible. It is becoming more and

more difficult to distinguish between education for work in Sweden and for work abroad, for example in the developing countries. In most cases the basic questions are the same, and it is often fruitful to apply to Swedish conditions methods and ways of looking at things which have been worked out in developing countries.

In an earlier report (see p. 9) we also proposed a new educational programme, combining training in economics, business administration and languages to satisfy the needs primarily of the Swedish export industry but also of the civil service and public organizations. This would mean a combination of economics and language training comprising 140 points; that is, a study period of 3½ years. The programme is constructed according to the diagram below.

This form of education means internationalization in many ways. The introductory course in economics includes international economic orientation (from the point of view of global division of wealth), a survey of the economic ties of Swedish business and an introduction to statistical methods. The optional subject may be English, statistics, a general course in law or international politics. The language and economics subjects are not only to be studied in parallel, but the intention is that they are also to be integrated with each other. The study of economics will devote more time than usual to foreign conditions and international problems. Study literature in these subjects should be in English or Language II to as great an extent as possible. Essays and papers are to be written in these languages as much as possible. The language training is to provide good, general fluency but is also to be directed toward the social sciences and economics. Language II may be French, German, Spanish, Russian or Portuguese. We have proposed that this programme be started on an experimental basis in the autumn term of 1973.

Alternative courses of study with an economics approach already exist in some subjects, such as political economy specializing in development theory and the problems of developing countries. We consider that further expansion of such alternative study courses can be attained at the level of both basic education and extension courses. This might include, for example, economic geography (with a regional or functional approach), social anthropology (regional specialization), and political science (regional variants, political science aspects of the internationalization process, international relations, peace and conflict research, international organizations, etc.).

First year		Second year	
Autumn term	Spring term	Autumn term	Spring term
English	Political economy	Language II	Language II
Introductory course in economics		Optional subject	Business administration and economics

Third year		Fourth year
Autumn term	Spring term	Autumn term
Language II	Language II	Business administration and economics
Business administration and economics	Business administration and economics	

For the past year the social science faculties have had an interdisciplinary course on the developing countries and aid techniques worth 20 points (one term). However area studies do not exist at Swedish universities, except for Scandinavian studies for students from other countries. The Institute of African Studies in Uppsala and the Institute of Asian Studies in Copenhagen (both being all-Scandinavian institutions), the Institute of Latin-American Studies in Stockholm and the department of East European Studies in Uppsala have very modest resources and they specialize in research, documentation and information rather than teaching. However in an earlier report (see p. 9) we proposed that area studies be included at Swedish universities. We have presented concrete proposals for courses of Latin American studies and East European studies. These courses comprise 10—40 points (one-half to two terms) and have a practical approach. The East European course may also include studies in Russian. Later we expect to propose further area studies to include, among other things, Japan. We shall probably also work out proposals for other types of interdisciplinary courses with an international approach, for example international relations (in the broad sense) and economic integration (the EEC, etc.).

We consider that the social sciences should develop a service function in relation to other educational fields, in order to further the internationalization of education. Students in other disciplines should thus be able to participate in social science courses with an international approach.

Engineering. Certain courses specializing in the developing countries are already available as options in the fields of land surveying, civil engineering and architecture. In addition, students of architecture at the University of Lund have had projects dealing with construction in the developing countries. We wonder whether such courses should not be expanded. We also discuss the question of introducing an extension course on technology in the developing countries for those who have completed their technical education. It would be intended not only for those working in development assistance, but equally for industrial technicians who come into contact with development questions or who are going to work in a developing country. Finally, we believe that special international education for engineers should to a large extent be provided primarily by the faculty of social sciences. This would include courses in international economics and trade, economic integration, area studies, etc.

Medicine. For many years Stockholm has had an optional six-week course in tropical medicine, intended for doctors who are completing their training. The course has 30 participants annually, but the number of applicants is much larger. Thus we wonder if the course should not be doubled and perhaps made somewhat longer. The introduction of an extension course for dentists, specializing in the developing countries, should also be considered.

Agriculture, forestry and veterinary medicine. Agriculture and forestry already feature a ten-week optional course in tropical agriculture and forestry in the developing countries. There is no such course for veterinarians yet, but a three-week course is being planned.

5.3 Language training

We are not dealing with the question of training language teachers or other linguists (translators and interpreters) since this is being taken care of by other committees. However we deal with language training for all other categories of university students who need a foreign language skill over and above special knowledge in their chosen profession.

In answering our questionnaire employers in all categories—both private and public—have stressed the need for greater foreign language skills. The advancing process of internationalization will make even greater demands on language skills. Many people believe that this is one of the most important fields when it comes to internationalizing university education.

In section 4.4.1 (p. 16) we have set up certain linguistic goals for the universities. We consider that the universities should aid all categories of students to retain and

develop the language skills they learned at school. This is a matter of adapting language training to the practical needs of various professions and vocations. Thus it must differ greatly from the training given to language teachers and other linguists. So far Swedish experience in language training with a vocational approach is very limited.

In order to emphasize the importance of language skills and increase student motivation we can imagine making a language skill one of the formal requirements to obtain standing in all subjects. This means that to communicate comprehensibly within one's subject area in a foreign language, normally English, would be included as a requirement in all study courses and thus become subject to control and a condition for passing. Another idea is always to indicate the student's actual language skill in the form of a mark from the university, without setting any formal competence requirements. No especially large resources should be needed to test a student's language skill and indicate this with a mark. We regard this not the least as a way of clarifying to the student the fact that language skills are a necessary component in a professional or vocational education.

There are two main ways of retaining and developing foreign language skills at university level: using foreign languages in teaching and running special language courses.

5.3.1 Foreign languages in subject studies

Language training can be integrated into normal subject studies in three ways: (1) using foreign-language texts, (2) teaching in foreign languages, (3) writing essays and doing other projects in a foreign language.

Texts in German and French are used increasingly rarely. They are now included in reading lists at the first degree level only in exceptional cases (at the doctoral level they are, of course, more common). Most subjects include texts in English to a greater or lesser extent. But it is reported that students often avoid studying the English-language texts and instead attempt to obtain the necessary knowledge with the help of lecture notes, Swedish summaries, etc.

We feel this development is a serious matter and think that steps must be taken to increase the use of texts in foreign languages. We have three reasons for this belief, each of which is decisive in itself:

1) The professional education in the universities does not satisfy the most elementary demands that society and the workaday world must make if a graduate cannot read, listen, speak and write fairly fluently in his professional field in at least one of the global languages. We consider this indispensable both with regard to the graduate's own continuing education and with regard to professional demands for increased foreign contacts and study of foreign literature.
2) Much of the very best study material does not exist in Swedish.
3) Foreign texts are important not only with regard to language skills, but also from the general internationalization point of view in that they influence attitudes and broaden provincially limited perspectives.

Only texts in English can be made compulsory. But reading lists should also contain alternative literature in French or German as much as possible. Even though a small percentage of students would take advantage of this opportunity, we consider it important that they be given the chance.

Various measures can be taken to facilitate use of texts in foreign languages. Short language courses (corresponding to full-time study for perhaps one or two weeks) may deal exclusively with facilitating the reading of foreign-language texts. In addition, foreign-language texts can be used directly in subject teaching, assisted by commentary and reading instructions.

We also consider that teaching in a foreign language—for practical reasons primarily English—should be adopted to a greater degree. In the same way students should use foreign languages more when reporting on study projects.

5.3.2 Language courses

Language training at Sweden's universities is almost entirely aimed at producing language teachers and other linguists. Language training adapted to the needs of other categories of students occurs only in isolated

cases. We consider it urgent that language training programmes now be expanded to include these other categories.

We consider that it is time to discuss a long-term development leading to a compulsory 10-point course (corresponding to ten weeks of full-time study) in English, French or German for all university students. (Compulsory language training for all students occurs at some foreign universities, for example in Poland and Eastern Germany.) At present, however, we assume that language courses for different categories of university students will be optional. All university students, however, should be given the opportunity to take language courses directly adapted to their needs in parallel with, or immediately following, their professional studies.

Such a language training programme at the universities would have a wide choice of courses in different languages and at different levels of competence. The languages under consideration here are primarily English, French and German, and in second place Russian and Spanish. However we feel it would be desirable if professional training in other languages could be offered as well, even if it must be limited to one or a few universities for each language.

The extent of the language courses would vary greatly, since the needs of the labour market are so different. Language courses would be directly adapted to the needs of various student groups; thus there would be, for example, courses in German for engineers and scientists, German for economists and social scientists, etc.

In organizing this language instruction we discuss three possibilities without preference for any one at this stage. One possibility is to give the responsibility to the universities' present language departments. Another is to set up special institutions for professional language study within the respective faculties and schools. A third possibility is to create special independent language institutes for this particular type of language training.

5.4 International comparability in education

There are two reasons for striving toward international comparability in Swedish university education: it is desirable both with regard to international mobility on the labour market and also in order to facilitate transference between university studies in Sweden and abroad.

International comparability does not mean uniformity in educational content. We are aiming instead at structural similarity in levels of competence and general approach. But the problem is naturally a complicated one, even with such a general aim. The design of university education varies among different countries and there is no common international focal point for comparison. It would be desirable if work toward a general international comparability in university education were to be done within the framework of an international organization such as UNESCO.

The first condition for taking into consideration international comparability and competitiveness of education is the availability of information and documentation on university educational content and organization in other countries. However we have found that the lively international contacts which exist in various fields of research have no counterpart when it comes to the teaching and learning side of the universities. This probably is the case not only in Sweden: the universities of the world in general seem to have neglected to build up a system of exchanging information on education. The result is a manifest lack of knowledge about university education in other countries. We consider it urgent to expand information, documentation and contacts on the subject of education, among the universities of different countries.

5.5 International exchange of teachers, students and trainees

International exchange for teachers and students and trainees is of importance both to provide the universities with international impulses and to further our endeavours toward internationalization in general. Following the instructions we were given we shall list the opportunities for study and training abroad as well as for international exchange of teachers and researchers, and we shall present proposals on how to remove present hindrances. We have not yet been

able to begin this work concretely, and thus will limit this report to more general opinions.

We start with the belief that fixed principles and bases—a philosophy—for all exchange activity must first be discussed. These can later be converted into systems and an organization.

5.5.1 Student exchange

Swedish students finance their studies mainly with the help of "study allowances". This is a form of government support, the smaller portion of which consists of a stipend which need not be repaid and the larger portion of which is a specially constructed government loan. Allowances for study outside the Scandinavian countries are granted on a very limited basis, mainly for certain forms of education to fill a shortage of qualified personnel in Sweden and where the available vacancies for study at Swedish institutions are limited (e.g., doctors, dentists, etc.).

We consider that these rules must be changed to expand the opportunities to receive or keep study allowances for education in other countries.

But there must also be other ways in which Swedish students can more easily study in other countries. One hindrance is the difficulty in getting a picture of the available opportunities. Documentation should be collected and teachers and students should have greater access to information. The possibility should also be examined of having study at a foreign university be included as part of Swedish university education, and thus count towards a degree. This might be arranged by giving the universities financial resources with which to carry out student exchange with foreign universities, within certain general frames of reference. The exchange would then be arranged directly between the Swedish university and the foreign university.

There are several thousand foreign students at Swedish universities. Some of them are at the Stockholm University Institute for English-speaking Students, some take special instruction which has been organized for students from developing countries and others are here in connection with the fact that some American universities have study programmes in Sweden. Otherwise they are not here as a result of any well thought-out principles or as participants in any systematic plan or study programmes. We consider that such principles, systematic plans and study programmes should be developed.

The opportunities for Swedish students to gain practical experience abroad, and for foreign students to gain practical experience in Sweden, should be increased.

5.5.2 Teacher exchange

In general, prominent researchers have a good chance of carrying out some of their work abroad. We therefore think that increased opportunities for work at foreign universities and in other international connections should be given primarily to teaching staff and younger teachers. These people especially should be given greater opportunity to gain experience in foreign university teaching, and international experience in general, in order to bring the international impulses to our universities. In the same way Swedish universities should employ foreign teachers to a greater degree; in this case we are not thinking mainly of isolated guest lectures, but rather of using foreign teachers in the regular university teaching.

Teacher exchange could perhaps be organized along the same lines we have discussed with reference to student exchange; that is, the universities would be granted financial resources to cover teacher exchange agreements with suitable foreign universities.

5.6 Supporting functions

According to our way of looking at things, an internationalized education must be anchored in the usual institutions of the universities, divided as they are into disciplines, and in the normal categorization of teachers. But apart from all this, special institutes with an international approach as well as teaching and research chairs with some international specialty can contribute to the internationalization of education. We think

that expansion in this direction should be taken into consideration.

We deal with questions of internationally directed texts and other study material, library resources and the training of university teachers in the methods of internationalizing university education.

We wonder whether each university and professional school should not set up an international secretariat. Its tasks would be as follows:

- to administer documentation and exchange of information on foreign university education
- to be responsible for documentation and information on the opportunities for Swedish students to study and train abroad
- to take care of administrative, social and welfare questions in connection with foreign students at Swedish universities
- to administer teacher exchange with foreign universities
- to encourage and aid co-ordination of the internationalization of education at the universities
- to administer matters of international validity of examinations and degrees
- otherwise to assist the office of the Vice-Chancellor and the various departments in dealing with international questions.

A co-ordinating international secretariat should then also be set up at the Office of the Chancellor of the Swedish Universities.

The Internationalization Committee of the Office of the Chancellor of the Swedish Universities welcomes any comments on this publication, as well as material on internationalizing university education, from governments, universities, professional schools, organizations and individuals in other countries. We invite you to write to the Internationalization Committee, Office of the Chancellor of the Swedish Universities, Box 16 334, S-103 26 Stockholm 16, Sweden.

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